



Thank you for participating in this important event. Your input, feedback, and support are valuable to us. Please take few minutes to answer the following questions.

1. How helpful was this Focus Groups in informing you about the development of the Learning Standards for Social-Emotional Development and Approaches to Play and Learning? (Please circle)
- very helpful      helpful      somewhat helpful      not helpful

2. What useful information are you taking away from the Focus Group?

*comments / ability to look @ the work*

3. What are the key ideas you want the developers to consider as a result of this focus group? Use the Framework grid below for your comments. Include additional comments on the back.

| Social – Emotional Development                                   | Approaches to Play and Learning                                     |
|--|---|
| Self-awareness   | Initiative  |
| <i>include the cultural competence lens in all work -</i>        |   |
| Self-management  | Curiosity -   |
| <i>think about the audience, families, CBO's, public schools</i> | <i>find ways to "define curiosity" so it is clear to the field.</i> |
| Social awareness   | Persistence and engagement  |
| Relationship skills  | Creativity  |
| Responsible decision making                                      | Cooperation   |



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*Learning about what the purpose of project is and the end result.*

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| Social – Emotional Development                     | Approaches to Play and Learning |
|--|---------------------------------|
| Self-awareness<br><i>breaking down 1st and 2nd</i> | Initiative                      |
| Self-management                                    | Curiosity                       |
| Social awareness                                   | Persistence and engagement      |
| Relationship skills                                | Creativity                      |
| Responsible decision making                        | Cooperation                     |



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The need for continued conversation to gather ideas, examples + context for each standard and general feedback.

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| Self-management                | Curiosity                       |
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2. What useful information are you taking away from the Focus Group?
- Dept of EEC & DESE are truly valuing the social emotional development of our young students & are supporting programs of DE to address the needs of preschoolers & families*

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|--------------------------------|---------------------------------|
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| Social awareness               | Persistence and engagement      |
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*Continuously consider developmental appropriate growth & development as it pertains to these frameworks. Also in public it doesn't - so many of my spec. needs student requires tremendous support paired w/ practice & rehearsal to achieve these skills.*





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☒ very helpful      ☐ helpful      ☐ somewhat helpful      ☐ not helpful
- What useful information are you taking away from the Focus Group?  
*The small group discussions were very helpful, as well as the large group discussion at the end.*
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|--------------------------------|---------------------------------|
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*The Thoughtfulness + intentionality of how these were developed*

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*confirmation of common thought about what further needs to be added, considered, revised*

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- increased layers of cultural sensitivity awareness
- enhanced use of some language i.e. references to "function"
- acknowledge continuum of "emotional" skill development, not binary



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*these are all within progress. want input on state's commitment to professional learning*

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| Social – Emotional Development   | Approaches to Play and Learning |
|--|---------------------------------|
| Self-awareness   | Initiative                      |
| Self-management <i>important tie to toddler learning</i>   | Curiosity                       |
| Social awareness<br><i>- experiences<br/>- needs<br/>- support from adults</i>                             | Persistence and engagement      |
| Relationship skills<br><i>aren't always sequential<br/>practice begins in families</i>                     | Creativity                      |
| Responsible decision making<br><i>trial + error<br/>learn by doing, reflecting on "what to do instead"</i> | Cooperation                     |

*+ then how to go back and make amends if needed.*





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*That there are additional levels to roll out.*

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| Social – Emotional Development | Approaches to Play and Learning                |
|--------------------------------|--|
| Self-awareness                 | Initiative <i>Address how families are</i>     |
| Self-management                | Curiosity <i>involved across all standards</i> |
| Social awareness               | Persistence and engagement                     |
| Relationship skills            | Creativity                                     |
| Responsible decision making    | Cooperation                                    |

|  |                 |
|--|-----------------|
|  | Problem solving |
|  | Organization    |
|  | Memory          |
|  |                 |

General suggestions:

- Focus on positive/ proactive approaches rather than negatives
- Integrate people-first language + family throughout S/E
- Instead of using complex numbering system, select 1 key word + put it in C) so teachers can use it meaningfully in lesson plans. Eg. APC1 (initiative)
- make connections between S/E + APC and other learning standards
- Incorporate language from S/E into APC

|  |                 |
|--|-----------------|
|  | Problem solving |
|  | Organization    |
|  | Memory          |
|  |                 |

For all of the indicators, there needs to be information about diverse learners (ELL, special needs, etc.) in the guidance section.

|  |                 |
|--|-----------------|
|  | Problem solving |
|  | Organization    |
|  | Memory          |

Please consider:

Guidance document → what does this look like in the program; how do educators structure the environment? activities to support children's development of these standards?

PD → how will these be delivered to the field in a way that helps educators understand the standards as a foundation, and as integrated into a comprehensive system

\*Coaching/Mentoring



|  |                 |
|--|-----------------|
|  | Problem solving |
|  | Organization    |
|  | Memory          |

prep programs. Is there an opportunity  
to bring reps from colleges/  
teacher prep programs together?